

Learning Continuity and Attendance Plan (2020–21)

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID 19 has had an outsized impact in San Joaquin county, on the city of Stockton, Stockton Unified School District (SUSD), and Stockton Early College Academy (SECA). The county and community at large have been considered a hot spot of virus activity with high numbers of infections and deaths. SUSD and SECA were forced to close all offices and facilities to the public in March of 2020 to ensure the health and safety of all students, staff, and families. All operational and logistical operations were slowed, stopped, or affected in some manner. The state placed the county on its watch list and stopped reopening measures in late June, early July of 2020. As a result, SUSD and in turn SECA made the decision that opening school remotely for the 2020-21 school year was and is the only viable option for ensuring the safety of its staff, students and families.

Throughout the pandemic SECA with the support of SUSD has provided distance learning and social services including access to technology, professional development, meal distribution, health, and mental health support for students, staff, and families. SECA has staff on-site with regular office hours for appointments and contact opportunities if necessary. Phone calls and electronic deliveries were used to notify all stakeholders of hotlines and how to access information and help regarding such things as technology, distance learning, health and mental health, counseling, and attendance. All school sites have staff on-site during the week to address the needs of students and families by appointment and following safety and health guidelines and protocols. The disruptions caused by the COVID-19 pandemic have created experiences of trauma connected to physical separation resulting in an increase of staff, students, and families experiencing anxiety and trauma from isolation and disconnection aligned with school communities being distant from each other during a worldwide pandemic.

SECA continues to offer itself and its staff as a point of contact for obtaining any information related to needs created by COVID 19. COVID-19 has greatly impacted the timeline of receiving and distributing needed resources (e.g. Personal Protection Equipment (PPE), laptops, WiFi hot spots, instructional supplies, student organizational planners, Plexiglas partitions). The District continues to provide opportunities for stakeholders to provide feedback and input on needs and respond to these needs as quickly and creatively as feasible within the "new reality" landscape that COVID-19 has created for all of us to live within. Instructional staff worked collaboratively in developing distance learning instructional schedules, systems of synchronous and asynchronous learning experiences, virtual Back To School Nights, and were provided with professional development focused on engaging students with high-quality rigorous distance learning while ensuring students and their families have access to all of the standards-aligned curriculum online and access to their physical textbooks and consumable learning workbooks as well as all of the community college resources and materials. The early college learning

model followed by SECA also presents challenges related to scheduling and delivery of instruction. While SECA must comply with state and local guidelines provided by the community college, counselors and administration have made every effort to work with San Joaquin Delta Junior College (SDJC) in order to ensure the delivery of instruction for completing college courses with fidelity and for credit. Students and families will continue to provide support with their college courses by their professors and SECA counselors. The changes to programs and district building closures to address the COVID-19 emergency presented major impacts on students, staff, and families.

Some of the most serious impacts of school building closures were the challenges of ensuring all those facing food scarcity were being provided with meals/food, all students had access to a computer/laptop and ability to access the internet, providing individual and group counseling and mental health services to address the social emotions impacts of distance learning at SECA. The impact of shelter in place for safety, distance learning, and not being able to be around classmates and colleagues in-person, experience learning through distance interactions and taking part in the end of the year and beginning of the new school year celebrations, promotions, and graduations virtually, presented social-emotional and mental-health impacts that as a school system and community we had never collectively experienced before. A direct impact of the COVID-19 pandemic has been: direct teaching and student learning occurring within student's place of residence in front of a computer screen, with the majority of instructional learning and support occurring through distance and remote platforms, observing as a system the increased need for trauma informed and restorative practices access for all students, the role of managing and engaging both adults and students within the "new reality" presented by the COVID-19 pandemic, having students not being able to physically be in the room with their teachers and being present within their place of residence Monday through Friday during traditional school hours, learning focused on navigating the online virtual realm of distance learning, students and adults being in front of a computer screen for extended periods of time on a daily basis, parents and guardians doing their best to support their children's learning within their place of residence, increased needs for trauma informed care and culturally and linguistically responsive teaching and learning, and addressing all of the financial, health, mental, emotional, and societal struggles intertwined with the COVID-19 pandemic and aligned with sheltering in place experiences for an extended period of time. The ripples of the COVID-19 pandemic impacts on the community has been vast and presented a collective sense of urgency in addressing the social-emotional and academic needs of students, staff, and families.

SECA has provided opportunities for stakeholders to provide feedback in their desire for students to access learning through safe and healthy models of instruction in the physical and/or distance learning space while planning for the strategic learning systems and interventions that need to be provided to students to directly assist grade-level standards-based skill development, mental health and social-emotional well-being support to address the challenges experienced accessing learning during the spring and over the summer due to the impacts of the COVID-19 pandemic. SECA values the need to address all students' learning goals and social-emotional development with an equitable approach focused on serving the needs of our most at-risk youth which are our low-income students. In providing needed academic, nutritional, mental, and social-emotional well-being services to students, staff, and families, our Learning Continuity and Attendance Plan is aligned with the expectations of all state and county public health orders to ensure as a District we are safely serving the needs of our students through the delivery of whatever instructional stage is allowable as we continue to adapt to the new realities presented by the impacts of COVID-19.

While every effort is being made to support all stakeholders with any and all instructional, physical, and social needs SECA will continue to communicate about and consider any changes in those needs. Modifications will be made when needed and support continued in order to provide a rigorous learning environment and healthy social community for all of SECA's constituents.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholder engagement at SECA has largely followed the efforts of SUSD in reaching out and providing opportunities for feedback through surveys, public meetings, back to school night presentations, phone calls, emails, social media, handouts at book distribution, and collaborative discussions and negotiations with SUSD bargaining units. Strategic outreach has been conducted and handled by the counseling department and administration. These opportunities have allowed for written and verbal communication around the various instructional/learning models and supports needed both physically and emotionally as indicated by students, staff, and families. Translation services have been provided by staff when speaking to parents in need of them. Surveys and meetings focused on the topics aligned with the Learning Continuity and Attendance Plan were communicated out to stakeholders through email, phone calls/texts, website posts, and social media outreach. SUSD provided opportunities through distance/remote platforms for collaborative discussions around the various proposed instructional/learning models to implement that are allowable within the various pandemic health stages of instruction in which participants could choose to log-in to participate by connecting by computer, phone, or send in their comments and questions to the District in writing. Translation/interpretation services were offered and provided during the stakeholder engagement dialogues and the surveys were provided in multiple languages. A student engagement forum was facilitated with a student panel that provided opportunities for students to share their thoughts and needs aligned with distance learning and accessing social-emotional and mental health resources. SECA also benefited from the SUSD provided opportunities for the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), and Parent Advisory Committee (PAC) to share needs, feedback, and insight aligned with the development of the Learning Continuity and Attendance Plan. SECA used information from both the district's and our own efforts to inform the Learning Continuity and Attendance Plan; these efforts were done at the same time that surveys and phone polls were provided as forms of engagement outreach opportunities for stakeholders to provide valuable input that was used to inform SUSD's planning process in addressing strategic planning focused on academics, attendance, student and family engagement, mental health and social-emotional well-being, culture and equity, nutritional and health services, and distance learning logistics. A Distance Learning guidebook was developed in collaboration with staff and family involvement and input and the guidebook was provided to families and translated into multiple languages. Stakeholder engagement feedback and input was analyzed, data analysis was utilized to identify trends that emerged from feedback received from stakeholders, student's, staff, and families' needs were identified, and health, safety, and instructional logistics for providing high-quality rigorous instruction were considered, a public hearing was held providing for opportunities for stakeholder feedback regarding specific actions and expenditures proposed to be included in the Learning Continuity & Attendance Plan (LCP) and was posted on the SECA website with paper copies available at the site, a public hearing on the plan was held at the Sept. 10th board meeting prior to finalizing and adopting the Learning Continuity and Attendance Plan (LCP) at a public SECA Site Council meeting held on September 24nd, 2020

[A summary of the feedback provided by specific stakeholder groups.]

Ideas and trends that emerged from analysis of the feedback from stakeholders focused mainly on the need for student access to WiFi hot spots to ensure connectivity within their place of residence, the need for counseling and mental health services to be readily available to students, and in support of addressing the well-being of staff and families connected to the traumatic impacts of the COVID-19 pandemic, social-emotional learning lessons to be taught and provided within distance learning, professional development for instructional staff on engaging students through using distance learning platforms and virtual teaching tools. Some of the other ideas and trends that emerged were the need for students to have a virtual/distance space to socialize, talk to other students, and make friends outside of the academic learning time. However, the most prominent request was the need for consistent communication between parents and staff. While communication is more difficult in relation to the 29 Delta courses offered on campus it is also a significant identified need.

Families specifically shared in their feedback a theme that personal one-on-one check-ins by staff with students who are struggling with distance learning to see if students are understanding assignments need tutoring support, and how they are mentally doing during the COVID-19 pandemic are desired. All SECA stakeholder feedback reinforced the theme that distance learning most likely presents challenges for students who are not visual learners and feel supported through social interactions and that small group learning options and the opportunity for students to ask questions and get help from the teacher is really needed during distance learning. For all stakeholder groups, the consistent themes that were shared in feedback was the need for access to laptops and connectivity for students and staff, mental health and social-emotional services being provided to students during distance learning are needed.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The decision on how schools should reopen was made via a combination of county and community input. SECA as supported by SUSD has gained community input via phone polls, surveys of stakeholders, and collaborative meetings with families and bargaining units. Due to the data-based spikes in COVID-19 in our city and county and the guidance provided from state and local governments, SECA and SUSD found in the stakeholder feedback analyzed an increased desire for full distance learning to be the instructional offering and an option that continues to be provided to families that continue to have health and safety concerns aligned with the COVID-19 pandemic. One of the first areas aligned with continuity of learning that was influenced by stakeholder feedback around health and safety concerns aligned with COVID-19 was the need to implement a daily health services COVID-19 process, daily temperature checks, and a contact tracking and tracing system in place to implement in cases where a COVID-19 positive individual incident presents itself at SECA anywhere throughout SUSD. Stakeholder engagement process influenced the choice of the planned structure for in-person instructional offering of creating a hybrid stagger instructional schedule in which students would attend school within cohorts for two consecutive days and receive distance learning for the three days they are not physically within the school building being provided with in-person instruction; with flexibility for students with unique needs to be able to access an increased amount of in-person learning experiences on a site by site basis. Through survey results, stakeholder feedback, and collaborative meetings with SUSD bargaining units it was determined that the most feasible in-person instructional offering that would address the learning needs of students while providing the ability for school sites to implement health and safety protocols and procedures would be the hybrid stagger model taking into account the challenges and desires shared by stakeholders. With many stakeholders expressing health and safety concerns aligned with the COVID-19 pandemic, with a focus on continuity of learning, SUSD chose to actively explore the ability to offer on an ongoing basis distance learning for students even once in-person instruction resumes on a regular basis to address the concerns shared by families and staff.

One large trend of stakeholder feedback that influenced the plan was student and staff access to devices and connectivity needs. SECA in addressing these needs was influenced by the feedback for access to WiFi by providing laptops to ensure students and instructional staff have access to a working computer with a camera and offering a Wifi hot spot for every enrolled student and some for teachers and instructional support staff that shared within survey results they were in need of support with connectivity issues within their place of residence due to various factors. With many students and families expressing a need to access academic support and extra instructional time to address the challenge of understanding content within distance learning, SECA focused on addressing learning loss challenges through increasing the time offered in small groups, individual conferencing, parental contact through established and consistent virtual office by all instructional staff.

Other areas influenced by feedback included communication, social-emotional support, and assistance with the community college procedures and coursework. An effort by administration, the counseling department, and all staff has been made to be more consistent in the communication efforts and outreach to students and families. More phone calls, emails, video appointments are being made as part of standard practice during teacher office hours and by administration, counselors, and clerical staff. While communication is more difficult in relation to the 29 Delta courses offered on campus our counselors and high school success teacher are doing what they can to support students and parents in their communication with the community college and professors. Social-emotional needs are being addressed as a targeted effort by counselors and the mental health clinician in order to identify, communicate, and provide support for individuals who need personalized services. An effort broader in scale is being made by staff and student leadership to support the general campus need for social-emotional support. Teachers are checking in and identifying students who may need more targeted assistance. The student leadership in conjunction with administration and staff is making efforts to create and sustain a school culture that provides information for coping with isolation and distance learning. They are also providing opportunities for social interaction through virtual activities and school spirit as part of creating and sustaining a positive and social campus culture.

In support of SECA families, SUSD provided breakfast, lunch, and dinner meals at 28 school sites strategically across the District attendance boundaries Monday, Wednesday, and Friday (two days' worth of meals were provided each day) and at the four comprehensive high schools to accommodate the needs of distance learning schedules meal distribution occurred twice a day, 6:45-7:30 am and 10:30 am-12:30, on meal distribution days to adapt to the communicated needs from students, families, and staff to gain access to meals during times that did not impact the distance learning schedules for students at the high schools. In addressing the need to provide supports focused on addressing the learning challenges with extended distance learning and access to social-emotional and mental health services to address trauma-informed care needs of students stakeholder engagement process influenced increasing the opportunities and services provided to students, families, and students to address tutoring and homework help, counseling and academic guidance planning and support, mental health group sessions and workshops for students, families, and staff, and social-emotional learning program integrated into the distance learning experiences for students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Due to the shift of COVID-19 positive data throughout the county SECA shifted to focusing on starting the school year within full distance learning offerings. The SECA and SUSD staff continue to stay focused on ensuring the reopening of school buildings for in-person instructional offerings is centered around safety and provides high-quality first instruction for our students. While current health conditions and state COVID-19 watch-list mandates do not permit offering systematized in-person instruction, the district continues to have strategic planning processes in place for a hybrid blended learning model so that SECA is prepared to offer in-person instructional offerings to students once the state and county health officials provide the health guidance that it is safe to do so. No matter what instructional stage we are in, SECA is committed to ensuring that all staff and students have the Personal Protection Equipment (PPE) needed for delivery of instruction and access to learning aligned with the health and safety guidelines provided by local and state health officials.

While we are continuing to refine and modify our plans in collaboration with San Joaquin County Public Health and our County Office of Education, as a District, we will continue to utilize every action we can implement to manage the challenges brought on by COVID-19 focused on providing learning environments with maximum safety for every student and staff member while proceeding with our guiding mission to graduate every student college, career, and community ready and specifically for SECA that all students apply and are accepted to a four-year university. SECA, with a focus on health, safety, and student learning needs, is planning on offering two modes of instruction for families to choose from once in-person instructional offerings are allowable; these will include a 100% distance learning option and a hybrid blended learning model with a staggered schedule for part in-person and part distance learning being provided to cohorts of students. SECA, when transitioning into in-person instructional offerings as allowable by local and state governance, will provide within stage two a hybrid-blended stagger model of instruction having students attend in-person learning within cohort student groups supported by distance learning experiences on the days that the student cohort groups are not on campus receiving in-person instruction from the teacher; SECA will continue to provide a full distance learning option for those families that prefer continuing with 100% distance learning and may need to return to in-person learning of any style later than the district as whole due to Delta College course remote delivery of instruction.

The shift to in-person instructional offerings is focused on providing access to high-quality first instruction to all students. In both instructional offerings, SECA is focused on providing opportunities for students to participate in synchronous live instruction both within their place of residence and within the physical classroom through various technological supports in collaboration with learning management systems such as Google Classroom; thus, providing opportunities for students engaged in distance and in-person learning offerings to collaborate with their peers and have access to high-quality first instruction provided by instructional staff. With the shift to in-person instructional offerings the primary focus will be on health and safety measures, thus, efforts to effectively conduct contact tracing, in coordination with the San Joaquin County Public Health, students will be organized into cohort groups, designated student groups that will attend in-person instructional offerings together on the same days each week, as much as is feasible. During this process, all district, state, and county guidelines will be

followed to ensure the health and safety of students, staff, and families. SUSD will be working with departmental staff and union leaders in developing systems for the creation of lessons being taught by teachers to be recorded, creating a library of instructional resources for students and families that allows for increased and improved access to standards-based direct instruction and explanations of concepts and assignments presented by the teacher. These resources would allow for working families to have flexibility in supporting their children's learning needs and support students who have unique needs and/or would benefit from re-watching instructional lessons taught by a teacher within their grade. During times when all students are engaged in distance learning within an in-person offering model of instruction, instructional staff will support student engagement by providing Google Classroom communication of expectations, links to assignments, learning support resources, collaborate with other teachers using student data to guide instructional planning, offer office hours for students and families to engage within, and small group and individual support for students with unique needs.

The hybrid model will combine face-to-face instruction with online learning, thus, reducing the number of students in the school building for social-distancing by moving some of the course delivery online with a stagger in-person schedule. Within the Hybrid blended learning instructional model class sizes will be reduced and furniture strategically positioned throughout the in-person learning settings to ensure feasible social-distancing learning environments are created. Personal Protective Equipment (PPE) will be provided to all on-site staff and students, soap will be readily stocked at all times, and hand sanitizer stations will be placed at the front of all schools. Recess, physical education (PE), and lunch schedules will be strategically created to address the health and safety guidelines of having students and staff on campus. School site plans will be developed at each school to minimize increased bunching up or crowding situations that would not be aligned with social-distancing protocols and blending of student cohorts. Passing periods for middle school and high school students would be minimized and strategically staggered with directional movement protocols in-place to address increased health and safety protocols. Staffing during instructional stage three will address the logistical needs of student's weekly access to in-person instructional offerings, with in-person after school programs being offered and maintaining distance learning options for families; in all of the in-person instructional offerings, all daily safety and health protocols will be implemented and followed aligned with the guidance of the local and state health professional's guidance. On campuses, movement of students and staff will be developed in a way where movement is designated in a to and from flow that allows for reduced close encounters and health-conscious movement for all those on campus. The classroom-based instructional schedule model will ensure student learning and competency development through providing the needed instructional minutes, common-formative curriculum-based assessments for grade-level teachers to utilize within their instructional collaboration and planning time, and a transitional model into in-person instruction that provides a smaller class size within a hybrid blended learning model to address the health and safety needs aligned with the life level of the students within the classroom. The District assessment schedule will be implemented in collaboration with teacher collaboration time focused on formative and summative assessment student data that will be used to develop instructional supports to address the learning challenges experienced by students due to the impacts of COVID-19 and implementing interventions to provide a Multi-Tiered System of Supports (MTSS) approach to meeting the diverse learning and social-emotional needs of students.

During all in-person instructional offerings, all students and staff that are on school campuses will take part in a daily COVID-19 health services self-check process, have their temperature taken, wash and/or sanitize their hands prior to coming on campus, and social-distancing protocols will be adhered to. An increase in daily deep cleaning and sanitizing of all communal spaces and physical contact locations (e.g. doorknobs, desks, sinks, playground equipment) will occur with no use of communal water fountains allowed and recess, P.E., and lunch health and safety daily routines implemented. All SECA and SUSD transportation vehicles will be sanitized and cleaned prior to students entering the vehicles and once students are dropped off at the school sites for the morning routes, the vehicles will be cleaned,

sanitized, and remain without anyone on board for 30 minutes prior to being used again to provide transportation to students from school to their bus stops closest to the student's place of residence. With the COVID-19 pandemic presenting an ongoing fluid and dynamic change in the ability for SUSD to be able to provide in-person instructional offerings, the District will continue to work in partnership with the local and state health officials and departments and follow their guidelines and mandates with allowable in-person offerings throughout the 2020-2021 academic year. Thorough disinfectant procedures will be followed with daily disinfection of high touch areas throughout the day and regular deep cleaning of classrooms, communal areas, and frequently touched surfaces. Staff and students will be encouraged and provided with instructions for self-screening for symptoms at home using a user-friendly process that is compatible with computers and phones. The schedule for in-person instructional offerings will provide, to the extent possible, family choice about the process of their children coming on campus (which days, aligning schedules with a sibling or in place of residence peers) and developing a hybrid schedule that addresses the needs of student populations with unique and exceptional needs while creating ongoing opportunities for connection and interactions online for distance learning. In-person instructional offerings will take into account the need for students to be taught simultaneously at school and at home. With the two-day rotations, students will be placed in learning cohorts/groups, each of which is on campus two days per week and distance learning the other three days; student populations with high needs will be strategically provided with increased access and opportunities to take part in in-person instructional offerings. Curriculum-based, interim, and summative assessments will be used to prioritize literacy and math needs, understand broad areas of standards-based learning areas of concern, and understand the impact of distance learning while strategically planning instructional learning approaches to address the individualized and whole-class learning needs. Data audits on student's needs aligned with student groups who have unique needs will be conducted to provide increased access and support such as small group instruction, peer mentors, counseling academic guidance and support, family education, and engagement office outreach in support of increasing family capacity to academically support students, after school tutoring and homework support, reading intervention programs, and credit recovery programs for high school students. Instructional collaboration time will be provided at least twice a month to instructional staff for intentional time spent on reviewing student data and developing strategic instructional plans and activities to address the academic learning and social-emotional development needs of students.

Student's social-emotional well-being will be supported through social-emotional learning lessons provided, counselors, mental health clinicians, and behavioral assists working in collaboration with teachers and providing direct services to students, staff, and families. Positive Behavior Interventions & Supports will be implemented across the District and professional development will be ongoing addressing the trauma-informed care and restorative practices implementation of strategies in support of developing an equitable learning environment for all students. When possible within in-person offerings, additional services will be provided principally addressing the needs of foster youth, English learners, families in transition, students with disabilities, and other identified student groups that data supports the need for social-emotional and academic supports to be provided for. SECA will continue to communicate and engage stakeholders regarding plans and use the input shared to continually adapt the modes of instruction to best meet the needs of students.

All stages and versions of transitioning to hybrid and full in-person learning will also be considered in regards to college course offerings and partnership with Delta College as part of SECA's early college model. While we cannot dictate what and how the college courses will be conducted we will collaborate and communicate with Delta and all stakeholders to make each stage as safe and seamless as possible.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
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Signage, posters, and floor decals for visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing/sanitizing protocols.	[\$ 0.00]	[Y/N]
Maintain custodial/maintenance staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas	[\$ 0.00]	[Y/N]
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.		
Individual instructional supplies to limit the number of individuals using shared objects and ensure students have the materials they need to be fully engaged in the learning process.		
HVAC filters: Facilities will increase the rates at which they replace HVAC filters at school sites and district buildings as recommended per current health and safety guidelines.		
Personal Protective Equipment (PPE): Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer and thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.		

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

SECA will administer grade-level standards-based diagnostic assessments with all enrolled students and instructional staff will collaboratively analyze the assessment data results and strategically plan instruction to address identified gaps in academic skills and knowledge. Instructional staff will utilize learning management systems (e.g. Google Classroom, Zoom, etc.) to provide standards-based instructional materials and assignments while providing full student access to the district-adopted curriculum online and physical copies of the textbooks for student learning during distance learning. Synchronous, live real-time, instruction between students and teachers will be provided on a daily basis. Students are provided with opportunities to engage in small groups and one-on-one instructional support with participation in online and offline learning experiences. Students will be provided with learning assignments to complete during live real-time interaction with their

teachers and during offline times with teachers keeping track of student assignments within their grade books. Distance learning instruction will be based on SECA's adopted curriculum including PreAP, AP, Pearson, and Delta college resources with online access to all of the available digital curriculum. Daily attendance will be taken by the teacher and contacts between teachers, students, and parents and/or guardians will be ongoing in support of ensuring instructional continuity for students. In the Spring of 2020 when the SECA and the District first addressed the instructional impact of COVID-19 created and provided to staff an Educational Continuity Preparedness Plan filled with resources for providing quality distance learning and developed a teacher guidance document focused on daily instructional scheduling, how to use Google Classroom, Google Meet, and Zoom resources for teachers and students. SUSD created a Distance Learning Guide accessible to stakeholders in multiple languages and distributed it during the beginning of distance learning being offered for the 2020-2021 school year. In addition, the staff was and will continue to be provided the opportunity for professional development regarding technology, delivery, and curriculum used as part of the distance learning model. Back to School nights and Title 1 Parent Presentations were all provided through virtual platforms allowing for families to attend and engage school staff with questions and shared needed areas of support within distance learning. A Parent and Student Technology Resource guide was developed, located on the SUSD home page and found once you click on the hand icon for families, that provides clickable links and resources for live parent/guardian training, information on using Google Chrome, resources about the various learning management systems (LMS) that are being used within distance learning, live instruction video platforms, district adopted curriculum, G Suite by Google, Illuminate and Synergy, library media resources, and other reference resources.

In accordance with SUSD Board Policy 5121, "grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, and portfolios." SECA and SUSD grading policy for grades 9th -12th will receive letter grades A (90%-100%), B (80%-89%), C (70%-79%), D (60%-69%), and No Mark (replaces F, 0-59%, will not affect GPA) on report cards. With all grade levels of enrolled students engaging in a distance learning program, the instructional schedules provided opportunities for the instructional models to be flexible by school site, include breaks, and provide an instructional balance between live instruction and student-guided learning between whole class and small group instructional learning support. Distance learning in the spring of 2020 was a learning experience for all that were involved and within the stakeholder feedback analyzed by the District, adaptations, and improvements were made to increase student access to direct instruction from their teachers, learning engagement activities, family access to online resources and distance learning support training, with an overall focus on increased student interaction and opportunities to actively participate in their distance learning experiences. SECA ensured that within distance learning all students received at least the minimum of instructional minutes that were required by Assembly Bill 77: Dual enrolled in community college courses 180 minutes; after accounting for daily live instruction, teachers strategically structured for the remaining distance learning minutes for the instructional day. Access and availability for students to fully access the curriculum regardless of the mode of instruction was a primary focus of SUSD. Laptops were passed out to all students who needed access to a laptop within their place of residence and WiFi hot spots were provided to all students in need of internet connectivity within their place of residence. In the process of the wait time of the District receiving and placing the needed filters within the WiFi hot spots, school staff worked in collaboration with student's families to provide independent study options for the students and provided them with the needed physical learning materials to engage in learning while waiting for their WiFi hot spots to arrive. Students' and families' ability to access teachers for questions and support was a common thread within stakeholder engagement input and systems were put into place at school sites

to maintain open communication opportunities, such as office hours at identified times, to sustain and develop meaningful partnerships between school staff and families.

As part of our mission to have all students attend a four-year university SECA also provides college preparatory curriculum related to the PreAP and AP courses offered and/or required by College Board as part of our accreditation as an official provider of PreAP curriculum. As part of this, SECA must guarantee all teachers are trained and supported in the delivery and assessment of the curriculum. In addition, it is guaranteed we offer the opportunity and curriculum to all students at both the 9th and 10th grade level. In the 11th and 12th grades all students participate in several required and optional AP courses for college credit. Both programs at all four grade levels have been modified to support distance learning and assessment. All aspects and needs of distance learning will also be considered in regards to college course offerings and partnership with Delta College as part of SECA's early college model. While we cannot dictate what and how the college courses will be conducted we will collaborate and communicate with Delta and all stakeholders to make sure students have access and understanding of what is required for Delta College courses. SECA counselors will help support all students in their efforts related to the community college distance model and needs.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SECA will check out a Chromebook laptop to any enrolled student who is in need of a computer to access distance learning and complete assigned schoolwork. In order to ensure our students have access to the internet during distance learning, SECA first identified that families that had completed the survey sharing they did not have internet access in their place of residence and had not received a WiFi hot spot during the Spring of 2020 were provided with a WiFi hot spot in the process of SUSD providing at least one WiFi hot spot for every student's place of residence to support student connectivity to distance learning experiences, and once it is established that every household has been provided with a WiFi hot spot, SECA and SUSD will begin the process of ensuring every student is provided with a WiFi hot spot; SUSD ordered enough WiFi hot spots for one-to-one distribution for all enrolled students and some extra for those instructional staff members in need of connectivity support. SUSD provided a connectivity survey during the spring of 2020, over the summer, and during the beginning of the 2020-2021 school year to identify families in need of WiFi hot spots and computers, provided information on where to access free and reduced internet from outside of the District providers, and continued with the technology support and troubleshooting outreach from the procedures implemented during the end of the 2020 school year school building closures due to the pandemic. School sites will be in constant contact with students and families and will assist families with addressing connectivity access by checking out new technology to students if computers break or malfunction, troubleshoot technology issues to identify if it is a user error or technology issue and work in collaboration with the curriculum and instruction technology and instructional support departments to ensure students' technology needs are met aligned with access to devices and connectivity. School site staff worked in collaboration with families to identify safe and feasible opportunities for students to gain access to internet connectivity so they could participate in distance learning until the shipment of WiFi hot spots were received and the needed filters installed. Forms and signature processes were digitized to increase accessibility and user-friendly platforms for families to complete important informational SUSD mandated forms.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

SECA ensured that as a charter we were at least satisfying the minimum instructional minutes as required by Assembly Bill 77 accounting for daily live instruction and distance learning experiences. SECA created a distance learning instructional bell schedule, took daily attendance accounting of live contact and synchronous instructional minutes, asynchronous learning and completed daily student engagement forms, and site administrators were provided with digital walk through access to each teacher's distance-learning approach to parallel normal on-site visits to a physical classroom. Assessments that evaluate how students are progressing within the core content areas of English Language Arts (ELA), Mathematics, and English Language Development (ELD) will occur throughout the year and instructional staff will utilize curriculum-based assessments and common formative assessments to monitor student progress and adapt instruction to meet the individualized needs of students. Live instruction will be delivered during distance learning with a strategic inclusion of whole class, small group, one-on-one, and independent learning activities. Many of the same instructional strategies utilized within in-person instructional offerings will be utilized to measure participation and time value of student work such as checking for understanding, curriculum-based assignments, projects, presentations, curriculum-based assessments, summative assessments, and student work products such as notes, written assignments, and teacher-created activities. Formative assessment practices will be used by staff to identify the individual and class-based standards-based learning needs of students. Partnerships between teachers and parents/guardians will be ongoing with communication of distance learning expectations, goals, and student progress. StudentVue and ParentVue are resources for families and students to utilize to monitor attendance and grades. Teachers will utilize various modes of communication to provide frequent and ongoing outreach and communication to students and families sharing student's progress consistent with SECA and SUSD's grading policies to maintain the home-to-school connection.

All students are expected to participate in online live instruction each day and any student who does not participate daily in distance learning (synchronous and/or asynchronous) shall be marked absent for each school day for non-participation and efforts from school site staff will be made to contact the family and student and inquire why the student was not present for learning, and how the school can support the student attending distance learning on a daily basis. Teachers will take daily live instruction (synchronous) and student-paced learning (asynchronous) attendance. Live instruction attendance will be based on the student being present within the distance learning platform and student-paced learning (asynchronous) will be based on multiple measures of student learning products such as log-in records to learning management systems (Google Classroom), student completed assignments, and other on-line applications used by the teacher for student submission of assignments to the teacher. The expectation is that all attendance/engagement will be documented on a daily basis within the student information system (Synergy) every day, with a daily record being kept of student attendance and engagement with both the school site and Child Welfare and Attendance department staff communicating with families of students who are absent and/or not documented as engaging within daily distance learning opportunities. Teachers will keep a student engagement weekly record documenting each student's synchronous and asynchronous participation for each school day; indicating student participation in live instruction and completion of student assignments. Teachers, as credentialed instructional staff, will assign the time value of assignments provided to students within their classes/courses aligned with student-guided learning (asynchronous). This approach to teacher assigning time value to learning assignments will allow for differentiation to meet the modified instructional and assignment learning approaches aligned with unique needs of students supported by assessments and teacher observation.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The professional development and resources that were offered to SECA staff to support the distance learning program were ongoing synchronous and asynchronous opportunities focused on distance learning platforms, engaging students within a virtual setting, trauma-informed care approaches to supporting students, social-emotional learning lessons, implementing designated and integrated English Language Development (ELD) within distance learning, accessing and utilizing the district standards-based curriculum online resources, and utilizing learning management systems (LMS) such as Google Classroom, Synergy, Illuminate. SECA through SUSD will also be offering a professional development series called Educators Thriving for all educators within SUSD providing the opportunity for those who complete the program to earn 3 units from Teachers College of San Joaquin; the program is a research-based personal development program to help educators achieve well-being, offered fully online, and participating in synchronous learning experiences alongside a small group of fellow educators. The Curriculum and Instructional Technology department provided professional development training to staff and created a virtual professional recordings library of recorded sessions covering: Science, ELA, ELD, Math, the 4C's of Technology, Starting Off The Year Right, Overview of Universal Design For Learning, Utilizing Visual Supports for Structure and Reinforcement at Home, Virtual Differentiation/Intervention Math, Unwrapping The Common Core Standards, STEM Activities, Social Sciences, Interpersonal Collaboration & Teaming To Support Distance Learning Access to IEP Goals, Special Education Designed Supports, Creating Video Content for Online Teaching, Building A Virtual Classroom, Building Knowledge in the Disciplines, Educator and Parent Coaching: The Process and Strategies, Google Everything, Teaching Life Skills At Home, Utilizing Technology, Supporting New & Beginning Teachers, Project Based Learning, Grading for Equity, English Learner Virtual Strategies, Building Rapport, Culture, & Management, and Collaborative Teaching TO Ensure Equity for All. A process was implemented to train substitute teachers on effective strategies for teaching and engaging students within distance learning and how to access and use the Google Classroom teaching tools that are being utilized by teachers for both live instruction and student-paced learning (asynchronous).

Technological support was provided to all site administration and instructional staff providing them with laptops and for those that filled out a survey demonstrating a need for connectivity support and for one reason or another were unable to be on a school campus to connect to the District WiFi network were provided with a WiFi hot spot. The Curriculum and Instruction and Informational Services departments provided direct technology support and troubleshooting to address any computer or access issues presented to instructional staff. Professional development opportunities were provided throughout the spring, summer, and are planned throughout the school year to address building capacity, skills, and knowledge related to distance learning, student data analysis, engaging students through standards-based high-quality first instruction, and incorporating culturally and linguistically relevant and responsive teacher and learning experiences within instruction. Professional development and support were provided to administrative and instructional staff on how to utilize distance learning and virtual formats to communicate and engage parents, guardians, and families as partners in our students' learning and social-emotional development. Trauma-informed care and restorative practices training will be provided to staff across the district and collaboration around analyzing student data to inform and strategically plan for learning experiences that support implementation of a Multi-Tiered System of Supports addressing the culturally and linguistically diverse learning and social-emotional needs of all students.

SECA also provided tailored and vetted professional development directly related to the PreAP and AP courses offered and/or required by College Board as part of our accreditation as an official provider of PreAP curriculum. As part of this, SECA must guarantee all teachers are

trained and supported in the delivery and assessment of the curriculum. In addition, it is guaranteed we offer the opportunity and curriculum to all students at both the 9th and 10th grade level. Opportunities for professional development for our upper-level AP courses were also made available and taken advantage of by staff. All College Board related professional development is currently modified to support distance learning in collaboration with what we are doing as a site and district.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

SECA staff roles and responsibilities have all been affected and changed as a result of COVID 19. Hours and duties have been modified for all staff working on campus in order to ensure safety of all workers and visitors to campus. More deep cleaning by custodial staff is occurring and office staff has had to adjust how they respond to requests and appointments for students and parents related to distance learning or social needs. SECA Instructional staff with the option of working from campus or home has had to adjust their delivery of curriculum and strategies of engagement to support online learning. The needs of students in distance learning include more support from staff in triaging technical issues, keeping engagement high, and modifying structures to ensure students understand and complete all assigned work with integrity. From the onset of distance learning in Spring of 2020 delivery has shifted to more live online offerings required for each section taught and required responsibilities for tracking absences and attendance. Teachers, counselors, clerical and administration are all supporting and responsible for contacting students who miss class during the allotted time for live instruction online. Teachers within all instructional models will continue to take daily attendance, monitor student engagement using multiple measures, and communicate with students and families about student attendance and learning expectations. Within distance learning, teachers are providing live instruction through synchronous learning experiences and monitoring student-paced, asynchronous learning, through student completion of assignments, learning activities, and communication occurring within Google Classroom and other learning management systems, in collaboration with other collectively agreed upon forms and modes of contact put in place at school sites.

Ultimately, all staff is responsible for making every effort to contact students and parents virtually through the internet or phone to address any issues that arise or information that needs to be distributed. In addition, staff on campus must be available following all safety protocols to address needs in person when issues can't be dealt with remotely.

The Risk Management office has taken the role of coordinating with the Health Service office the contact tracing protocols aligned with COVID-19. SUSD hired a COVID-19 coordinator to facilitate and lead the various systems and procedures connected to the responsibilities of addressing the health and safety impacts the COVID-19 pandemic has had on SUSD and the communities we serve.

Modifications that have and will be made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students has been:

- Work hours have been modified and adapted for health and safety reasons as well as meeting the needs of increasing accessibility to working families.

- Teachers who are teaching both remotely from either their place of residence or within their classroom during distance learning and during a hybrid blended model of in-person offerings will be supporting student learning through both in-person instruction and asynchronous learning supports. Teachers will support students through explicitly teaching, modeling, and reinforcing health precautions and safety norms focused on daily self-check and temperature protocols, staying within your workspace, use of individual supplies, social-distancing protocols, regular hand washing and avoiding of contact with communal surfaces, disinfecting procedures, and various other responsibilities aligned with adapting teaching and learning. Teachers will connect with families and provide opportunities for family participation in their children's learning on an ongoing basis through both virtual and in-person offerings throughout the year. Instructional coaches will be invited to join Google Classrooms in collaborative coaching models, and site administrators will attend live instruction to provide constructive objective learning feedback and instructional support.

Health services staff conduct daily COVID-19 health checks of staff and collaboratively developed a plan to address SUSD's response to the COVID-19 pandemic using recommendations from the San Joaquin County Office of Education, County Public Health, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). • Student support and health services staff provide guidance to school sites addressing the high expectations around cleaning and disinfecting of surfaces and working/learning environments.

- Site administrators beyond their usual responsibilities are actively supporting all required public health measures upon the school campuses, strategically planning for transitional plans from distance learning to in-person instructional offerings, managing staff that are on campus and working remotely, ensuring instructional staff is providing students with high-quality distance learning live instruction and asynchronous learning opportunities, engaging families and leading staff through virtual outreach, and ensuring school-wide that staff is tracking daily attendance and student engagement in a timely and accurate manner.
- Office staff work in collaboration with administrators to actively support and ensure that all required public health measures are followed and in place and supporting staff, students, families, and all others that come on campus in collaboration with the school health services staff to wear a mask and follow safety protocols.
- Child nutrition and food service staff support all required public health measures while implementing safety movement flow of students, staff, and families through the meal delivery process and scanning bar codes to ensure student meal distribution is accurately documented for enrolled students. In collaboration with health services staff, they ensure that workspaces have appropriate Personal Protection Equipment (PPE) and cleaning/disinfectant resources and supplies.
- Health services, risk management, and student support services staff will actively monitor and support all required public health measures, requirements, and contact tracing procedures. Staff will provide ongoing updates and training to staff and inform families of new procedures and operational expectations required by the health department as a result of contact tracing and COVID-19 health services self-check processes.
- Transportation staff will monitor and support all required public health measures aligned with transportation and cleaning/disinfecting procedures of vehicles while ensuring adequate social-distancing seat arrangements are coordinated within transportation operational services. Transportation staff and Campus Security Monitors and Assistants (CSMs & CSAs) during distance learning have supported the meal distribution school sites with assisting with traffic and directional movement logistics of those present for meal distribution. A system will

be implemented in collaboration with health services staff in ensuring a daily COVID-19 self-check is conducted for students to support safe and healthy transportation operations for all those involved.

- Operational, Maintenance, and Custodial staff will actively adhere to and support all required public health measures while maintaining a system of routine deep cleaning and disinfecting of all high-touch areas and communal surfaces on a daily basis. Staff will also ensure that all school sites and buildings are stocked and dispensers functional that provide a source for washing hands and sanitizing hands. Staff will also maintain on-site Personal Protective Equipment (PPE) that allows for and ensures readiness for adhering to all public health measures while working within the department and keeping ongoing communication around ordering protocols and procedures to ensure additional supplies are ordered in a timely manner as needed.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Some of the additional supports that SECA will provide during distance learning to assist students with unique needs are small group and one-on-one instructional support, tutoring, and homework support through office hours dedicated to this matter. An extra support class is provided twice a week to address a small group of students with a high level of need and deficit of knowledge in math. Providing students with a WiFi hot spot and laptop to ensure access to distance learning, and access to counselors and mental health clinicians to support student's needs of managing their mental health and social-emotional well-being within distance learning settings are also a priority. A parent/guardian distance learning guidebook was also published by SUSD in support of SECA families in multiple languages providing families with resources and information on distance learning and the resources available to students and families.

While SECA does not have any significant numbers of subgroups related to ELD or Special Education it is recognized services related to those areas are needed to support homes with parents who do not speak English as their first language and support any learning needs of students who may struggle academically. SECA does have a significant population of students who struggle economically and services are provided by SECA and SUSD to address any needs such as designated sites for food distribution and providing technology and supplies for those who cannot afford them.

In addition, school psychologists will contact students who receive counseling services for permission to have virtual counseling sessions, and board-certified behavior analysts will provide strategies and home behavior management techniques for families based on each student's individualized needs.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Laptops to continue to the refresh cycle process and ensure they are provided for every student enrolled in SUSD.		[Y/N]

WiFi hot spot provided to every student's place of residence/household (37,000 WiFi hot spots)		[Y/N]
Resources that help ensure and support students using and accessing appropriate and safe internet and websites when using computers.		
Hotspots for administrators, teachers, and instructional support staff.		
Collaboration Time Professional Development Days, and Family Engagement: Continue monthly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID and engaging families in-office hours support and family conferences with teachers.		
Zoom licenses to ensure site administrators and student support services to create virtual platforms for outreach and workshops for families in support of building partnerships, understanding, and family capacity to assist children accessing and being successful within distance learning		
Community College Course fees to provide required online courses as part of requirements as a hybrid early college model high school.		
PreAp and AP fees to support distance learning offerings as part of the requirements for being certified as a PreAP school by the college board.		

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Pupil learning loss is already being identified by classroom instructors and through established assessments and practices as part of SECA's commitment to examining student progress and identifying areas of need related to student performance. Site and district-provided assessments will be used in combination to help identify areas of academic deficit in all subject areas, but especially in math and English language arts (ELA). ELD support is always considered, but SECA rarely has any students that have not been reclassified as fluent in English. The progress and lack thereof will be monitored in ELA and math at the individual, class, site, and district level through the use of Iready and the Davis math diagnostic. SECA in particular also makes detailed use of PSAT, PreAP, and AP formative and summative assessments to help guide instruction and identify areas of weakness in all subject areas. Targeted supports and strategies will be implemented to address pupil learning loss in order to support and eliminate any learning gaps created by issues related to COVID-19 in the 2019-2020 and 2020-2021 school years. SECA counselors will address in failures of courses to make sure all students make-up any coursework needed to qualify for high school graduation and remain A-G compliant in order to apply to college. Any loss related to our dual enrollment courses with Delta college will be addressed by SECA's counselors to ensure students complete the courses needed to qualify for high school graduation and college credit.

SECA will utilize curriculum-based assessments, baseline student academic data, common formative assessments, summative assessments, and attendance data to monitor student's progress on grade level standards-based progress and strategically address leveled supports based on student results aligned with a Multi-Tiered System of Supports approach. Teachers will provide assessments throughout both distance learning and in-person instructional offerings aligned with SUSD grading policies. Families should expect that their children take part in academic assessments on grade level standards-based content throughout the school year that provides data on student's learning progress and ability to apply the academic skills they have been taught; these assessment cycles will provide data that teachers use to inform their instruction and strategic planning to address learning and knowledge retention challenges connected to the impact of school building closures due to the COVID-19 pandemic. These forms of assessment and collaborative data cycles of analysis and strategic planning will focus on the instructional content areas of English Language Arts (ELA), English Language Development (ELD), and Mathematics.

During the beginning of the 2020-2021 school year within distance learning, all SECA administered initial assessments mentioned above using district adopted assessments to collect baseline data in support of teachers effectively identifying the learning needs of students within their class, grade level collaboration time for teachers to strategically work together to strategically plan differentiated lessons, provide family outreach sharing distance learning expectations through ongoing communication and presentations shared during virtual Back to School Nights and Title 1 Parent Night, and building classroom communities through integrating social-emotional learning and Positive Behavior Interventions and Supports (PBIS) to develop an equitable learning environment inclusive to all students. Throughout the 2020-2021 school year instructional staff will utilize formative and curriculum-based assessments to check for understanding during synchronous learning sessions, utilize performance tasks such as student-created projects, videos, and other creative forms of students demonstrating and applying what they have learned, and standards-based summative assessments will be used consistently across school sites to allow for Professional Learning Community (PLC) discussions and common growth measures. Increased actions and services in the areas of ELA, ELD, and Mathematics will occur throughout the years focused on opportunities for increased student and family access to instructional staff, tutoring sessions, homework help opportunities and resources, and professional development sessions.

Student Support Services staff continue to address learning challenges through a tiered approach. Tier 2 supplemental services continue while students participate in distance learning. School Counselors develop and utilize responsive interventions such as student safety plans, individual solution strategies, check-in and check-outs, peer to peer support, trauma-informed approaches, among other strategic approaches of support. A remote informed consent form has been developed for these services. Translation of this form into Spanish is in development. School counselors provide individual/small group psycho-educational counseling to address data-driven needs, develop skills, and increase connectedness to school and peers. School counselors collaborate with support providers (e.g. nurses, school psychologists/social workers, and clinicians) to support the needs of students. In addition, school counselors monitor student's progress during and after interventions and refer to outside resources as appropriate. Tier 3 intensive services also continue while students participate in distance learning. School counselors provide crisis counseling and short-term solution-focused individual counseling while applying (or reinforcing) trauma-informed restorative practices. They refer students to the school-based mental health clinician or community agency partner(s) for chronic mental/behavioral health-related issues and monitor student progress during intervention and post-intervention services.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Strategies to address pupil learning loss will be targeted, created, based on assessments used by both the SECA and SUSD instructional staff. These will include providing extra time for support whether it be targeted tutoring and support classes virtually or after school when returning to in-person instruction. Extended office hours are currently being provided to offer small group or individual instruction related to identified learning loss or deficits in academic performances. This practice will continue in a modified version when we return to school. Re-teaching for understanding will also be a focus of instructors virtually and in-person to make certain that students do not move on with gaps in skills or knowledge needed to succeed in successive courses and skillsets. In lieu of traditional tutoring, instructors are using extended office hours to meet with individuals and groups of students to support them against any learning loss or deficiencies. A zero period math support course is also being provided to create targeted instruction for the lowest-performing students in mathematics. In order to support our only identified subgroup of low-income students, we will look for and continue to provide the means for all students to have access to technology including laptops and WiFi hotspots. SECA's eventual goal is to have true one to one ratio of 1 device and internet access on campus and at home which will help address the lack of equity in this area caused by poverty. Any needed materials and supplies have also been provided for low-income and all students who need them as a requirement for any high school or Delta college course. All Delta College books and materials required for a course during the normal high school schedule or combined course pathway are paid for and provided by SECA to commit to all students having all resources they need.

Ongoing communication between teachers and families will occur sharing learning goals, academic progress, strategies and skills to work and focus on, content that is being taught, online and curriculum-based resources to use to support student learning beyond the school day, and details about assignments and how to use ParentVue to monitor student grades. Professional development and learning support will be ongoing for instructional staff to support the process of addressing learning challenges and accelerate learning progress for all students with strategic tiered approaches principally directed towards meeting the needs of low-income students. In addressing accelerating student learning, instructional staff will take part in at least twice a month Professional Learning Community (PLC) collaborative grade level designated times in which data cycles of analyzing student data, identifying critical prerequisite skills and knowledge within core content learning areas, strategic planning focused on monitoring student learning progress in the areas of English Language Arts (ELA), English Language Development (ELD), and Mathematics, identifying differentiated learning needs for support aligned with adopted curriculum-based scope and sequence pacing while developing common formative assessments to inform instructional practices. Department chairs will provide ongoing on-site instructional support focused on addressing differentiated instructional strategies and integration of curriculum-based resources to support addressing the learning gaps and accelerating needs of students due to the COVID-19 impacts of instructional services being provided throughout school building closures and during in-person instructional offerings.

Distance learning requires a connection to the internet as well as a device to access instruction. To help ensure all students have access to a device, school counselors helped their sites distribute Chromebooks and have advocated for WiFi hot spots as all families do not have access to the internet. School counselors also answered parent and guardian requests for support on using technology. In the spring, school counselors utilized virtual tools (including Google surveys) for teachers to refer students that did not engage in distance learning or stopped engaging at any point. The counselors made every effort to contact the families of students that were not participating to help

support them and determine their needs (i.e. a properly working device, connection to the internet, inability to connect to Google Classroom, etc.). School counselors used a variety of engagement strategies to reach and connect with students. School counselors send weekly emails and videos, hosted virtual lunch bunches to sustain connections and relationships, and made additional efforts to connect with students who had not been attending/participating, such as reaching out through social media and peer support in addition to family contact. School counselors and School Counselor Program Specialists have included a number of academic resources on school and district websites to offer additional support to students in math, reading, and many other subject areas.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Again, the effectiveness of services and supports provided to address learning loss will be measured first by assessing ELA and math at the individual, class, site, and district level through the use of Iready and the Davis math diagnostic. SECA in particular will also make detailed use of PSAT, PreAP, and AP formative and summative assessments to help guide instruction and identify areas of weakness in all subject areas. The effectiveness of the services and or supports provided to address learning challenges will be measured by ongoing assessments of student progress, student engagement data, and daily attendance data. These forms of ongoing assessments include common formative assessments, curriculum-based assessments, and interim and benchmark assessments for ELA and Mathematics administered over the course of the 2020-2021 school year. School climate survey data will also be taken into account in measuring the effectiveness of the services and support provided to students.

Passage rates will also be examined closely by counselors and staff to make sure students retake courses to gain the skills needed to matriculate to the next level of coursework. High school graduation and college credit in Delta College courses must also be ensured by identifying any failures of courses that endanger student’s opportunity to earn a diploma, meet A-G requirements, and apply to college. A combination of all avenues to measure success in mitigating learning loss will be used to understand where students are being successful and where they need more supports. It will be incumbent on teachers and counselors to identify all areas of loss and students who need these supports.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
High school credit and dropout recovery program provided to all high school students with a focus on juniors and seniors in need of access to credit recovery opportunities	[\$ 0.00]	[Y/N]
After school tutoring, homework help, and enrichment activities when returning to in-person instruction	[\$ 0.00]	[Y/N]
Before school instruction for the lowest-achieving math students as identified through assessment and SST meetings.		
Online platforms and programs for supporting gaps in learning and preparation for required assessments as part of the school mission.		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

SECA continually strives to provide social-emotional and mental health support. Whether it be identified in the classroom, addressed by counselors, or referred to mental health support every effort is made to students who are identified or indicate they are in need of such services. Efforts have been and will continue to be made to support students in this area in their physical education and high school success courses as well as addressed through online activities provided by student leadership and administration such as strategies, seminars, and activities to promote discussion and mental well-being. A mental health clinician and behavioral support point person was appointed to each school site to help monitor and guide mental health supports. A district-wide mental health crisis protocols were developed to provide training on mental health crisis response protocols to site directors, administrators, and student services personnel. Mental health and behavioral support staff, through consultation and collaboration, guided school sites regarding mental health and behavioral supports systems in place to address the trauma-informed care responses for students, staff, and families, and participated in school site check-in/check-out systems and actively monitored these interactions with students for additional needs and potential concerns in order to provide increased intervention opportunities. Individual mental health and behavioral assessments of students were provided, triage meetings with student teams to assess and evaluate effectiveness of interventions and review need of additional supports for students, and direct services were provided through individual and group therapy, and intensive behavioral services that support family, student, and academic settings. Throughout the school year direct services, access to individual and group therapy, student, staff, and family contacts and check-ins, resources, family workshops, recorded workshop and resource sessions "Insta-Coffee Chats", assessments, coordination with outside agencies, ongoing monitoring of mental health needs, proactive outreach and responding to mental health crises will be provided to students, families, and staff. The Mental Health and Behavioral Support Department continue to focus on increasing mental health and social-emotional awareness and emotional wellbeing among district staff. Professional development, training, and resources have been and will continue to be provided throughout the year; professional development opportunities have and can be modified to embrace all aspects of staff, students, and family's needs as apply to in-person instruction, distance learning, and hybrid learning. Professional development that has been provided is trauma-responsive classrooms training, practical strategies to address common mental health symptoms in the classroom, practical strategies to address common mental health symptoms in the classroom, therapeutic interventions, crisis management, and the stress model, monthly mental health newsletters, trauma-informed education foundations, social-emotional learning, and self-regulation for pre-school teachers, trauma-informed training for after school program facilitators, and youth mental health first aid. The professional development opportunities that will be provided are monthly mental health newsletters, trauma-informed education foundations, trauma-informed training for families in transition and foster youth staff, mindful Mondays, trauma-informed return to school, YouTube channel videos for stakeholders to access at any time, regulation skills training, clinically informed cultural humility, office hours for stakeholders to directly access clinicians and have their questions answered, and school site-specific presentations that address the student populations being served at the school site.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

SECA consistently operates with the goal of creating opportunities for and supporting engagement and outreach for both pupils and parents. In order to anticipate needs and address them as they arise globally SECA and SUSD have made extensive efforts to create stakeholder engagement. Many avenues and opportunities for communication include School Site Council meetings, Virtual engagement forums, SECA and SUSD information web pages, social media messages, emails to students and parents, surveys, phone calls, and guidebooks for distance learning, learning stages, and technology. As part of the daily school and instructional routine, engagement is being created by offering daily live instruction, specifically designed rigorous and high-interest curriculum and assignments, extended office hours for individual instruction and group work, virtual school events sponsored by the leadership class and officers, virtual or in-person counseling appointments when needed, and long-term mental health outreach. When students are identified as chronically absent, failing to complete work, or disengaging from instruction a tiered system of re-engagement is employed to reach students and parents to identify any related issues and provide supports to mitigate risk of learning loss. Daily automated call for absences has been increased from going out once a day to twice a day to students contact numbers on file. Next, teachers identify students who are missing class or failing to complete required assignments and follow up with emails and phone calls home. If this does not remedy the situation, students are referred to the SECA counseling department for follow-up with attempts to engage students and parents with emails, phone calls, video conferences, and in-person appointments if needed. If identified needs require it the counselors will work with licensed vocational nurses and mental health clinicians to support and communicate with students and families in order to remove barriers to daily attendance and completion of assigned work. In addition, site staff will interpret and translate conversation and materials when needed and possible. District resources will also be utilized to interpret and translate documents, meetings, conferences, and conversations.

Distance learning requires a connection to the internet as well as a device to access instruction. To help ensure all pupils have access to a device, school counselors helped their sites distribute Chromebooks and have advocated for WiFi hot spots as all families do not have access to the internet. School counselors also answered countless parent requests for support on using technology. In the spring, school counselors utilized virtual tools (including Google surveys) for teachers to refer students that did not engage in distance learning or stopped engaging at any point. The counselors made every effort to contact the families of students that were not participating to help support them and determine their needs working with translators/interpreters to support communication to families in their home language (i.e. a properly working device, connection to the internet, inability to connect to Google Classroom, etc.). School counselors used a variety of engagement strategies to reach and connect with students. School counselors send weekly emails and videos, hosted virtual lunch bunches to sustain connections and relationships, and made additional efforts to connect with students who had not been attending/participating, such as reaching out through social media and peer support in addition to family contact.

Student Support Services has developed a district-wide comprehensive school counseling program. The Director and School Counselor Program Specialists worked with a nationally recognized consultant and her team to provide training, structure, and support to enhance our

program effectiveness to align with national and state counseling standards. To operationalize our comprehensive school counseling programs, we utilized data and the American School Counselor Association (ASCA) competencies and standards to align with the goals, mission, and vision of the district to assess student needs to develop strategies to provide additional and necessary services and support for our priority populations. All school counselors received training in Restorative Practices and Positive School Climate. Many also received training in Trauma-informed Practices. Future training is currently being determined due to school closures but will be planned once the developer's standard of delivery is established. To ensure that our students are receiving equitable services we have implemented (MTDSS) Multi-tiered Multi-Domain Systems of Support to reach all students. In fact, the American School Counselor Association (ASCA) model is firmly based on trauma-informed restorative practices and in a comprehensive model that reaches all of our students and families. School counselors coordinate the multi-tier SAP program to proactively identify students struggling to attend school on a daily basis and meet grade-level expectations and design, provide, monitor, and measure the impact of interventions and services and to ensure equitable allocation of support. Each school counselor is responsible for providing professional development to their staff covering topics dealing with the social-emotional, academic, and college and career needs of our students such as self-management: focusing on goals despite obstacles, avoidance of distractions as well as processes and tactics to aid in cognitive work of thinking, remembering or learning and concentrating on skills that improve social interactions, and prioritization of higher pursuits in life. School counselors provide consultation and professional development to teachers and school teams on strategies for supporting the whole child, including trauma-informed strategies, child development, social-emotional learning, culturally and linguistically responsive strategies, community building and relationships, and restorative practices. School counselors consult with teachers on their low-income and Special Education students on identifying needs and providing strategies and support; school counselors also provide tiered support to teachers by providing strategies to engage and partner with families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SECA contracts with SUSD to provide all school nutritional services. While there are no services directly provided on the campus at this time, parents have been made aware through our website, the district website, emails and virtual presentations the meals and services are available through the district. The Child Nutrition and Food Services department has continued to serve and distribute meals to students and families from the moment that SUSD closed school buildings due to the COVID-19 pandemic. In the spring and summer months, the District was able to provide meals to any child under 18 whether they were an enrolled SUSD student or not. For the 2020-2021 school year with the change of regulations and expectations meal distribution is focused on providing meals to only students who are currently enrolled in SUSD. Meals are distributed three times a week, two days' worth of breakfast, lunch, and dinner meals are provided on each distribution day, Monday, Wednesday, and Friday, at twenty-eight school sites located across the SUSD attendance boundaries.

A collection of disinfectant solutions, gloves, and masks were organized to ensure proper personal protection equipment (PPE) would be available for all staff involved in food distribution; during food prep, employees maintained social-distancing by working at least six feet apart, staff wore gloves and masks during their entire shift, and employees were encouraged to wash their hands and change their gloves regularly. Site administrators and Health Services staff were at each meal distribution serving location monitoring social-distancing and

providing reminders and guidance as needed. Communication by phone, email, letters to a place of residence of students, and an informational web page, were created to clearly provide information to students and families of where meals could be picked up, safety protocol when picking up meals, and a number to call if for one reason or another family would not be able to arrange transportation to get to the school sites that were providing meals so that district staff would be able to contact these families and arrange for the families to be provided with meals/food. The following meal distribution procedures were put in place: a staff member would ask the number of children the adult was picking up meals for, staff would scan the bar code on the student meal postcard the adult had in their possession, staff would place the meals at the end of the table or cart after the staff had moved to the opposite end of the table or cart, the parent/guardian could approach the table or cart to pick up the meals, it was advised that parents and guardians should refrain from touching the table. All staff providing meals were provided with and advised to wear PPE and communication was shared with families that aligned with guidance with health agencies both expecting and appreciating parents/guardians wearing facial masks or nose & mouth covering when picking up the meals while adhering to the six feet social distancing Center for Disease Control and Prevention (CDC) guidelines. School site principals collaborated with one another in support of the food distribution process and ensuring, in collaboration with the Child Nutrition and Food Services department, that food distribution sites had adequate staff coverage to adhere to social-distancing expectations and provide efficient support in the meal distribution process. The Public Relations, Family Education and Engagement, Language Development Office, and Child Welfare and Attendance departments and school site staff shared communication and provided families with support in accessing extra food benefits called Pandemic EBT or P-EBT that assisted families in California buy food while school buildings were closed because of the COVID-19 emergency.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Child Nutrition and Food Services supplies and materials needed to provide meals during school building closures while continuing services once in-person offerings are allowable while following public health guidelines (student scan postcards, pop-up tents for shade, Personal Protective Equipment, sanitation supplies, disinfectant supplies, additional food service equipment, and supplies, and other supplies as needed to address providing food services within the COVID19 pandemic)	[\$ 0.00]	[Y/N]
Mental Health and Social and Emotional Well-Being	Mental health clinicians provide direct support to each school site in addressing the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19. Workshops, training, individual, group, and family therapy sessions focused on trauma-informed practices, social-emotional and	[\$ 0.00]	[Y/N]

	well-being needs, and mindfulness services were provided along with many other ongoing series of resources and services provided by the mental health and student conduct department.		
Mental Health and Social and Emotional Well-Being	Counselors provide direct support to each school site in addressing the academic guidance and social-emotional learning support of addressing the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors to student's social-emotional well-being.		
Pupil Engagement and Outreach	Student attendance and accountability staff consisting of office assistants, Child Welfare and Attendance truancy outreach, and attendance techs reached out and communicated with families on an ongoing basis to reinforce the importance of daily student attendance and build relationships between the families and SUSD.		
Pupil Engagement and Outreach	Trauma-informed care and responsive school training for SUSD staff in addressing the diverse needs of students, staff, and families related to the impact of addressing the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors aligned with the need for trauma-informed practices.		
Pupil Engagement and Outreach	Sustaining college and career readiness resources, programs, student access to a career exploration software program, and trimester on-track academic reports for high school students that the counselor provides every enrolled high school student, utilizes for academic guidance conversations and shares the information with families about the high school credits earned, the A-G coursework still needed, the student's current competitive standing with course work and academic data for acceptance into University of California (UC) and/or California State University (CSU) schools, and career pathways connected to the coursework the students are taking and personal interest data analyzed from the career exploration software.		
Pupil Engagement and Outreach	Sustain, increase, and adapt student engagement and leadership opportunities for low-income to participate in clubs, athletic and		

	academic activities, programs, and leadership experiences within distance learning and in-person instructional offerings.		
Pupil Engagement and Outreach	Sustain the health services staffing of licensed vocational nurses, health care assistants, healthy start coordinators, community resource liaison program coordinator, nurse family practitioner, and staffing for the wellness centers to ensure health services and sub-acute health response management continues to be provided to students and families during distance learning and in-person instructional offerings addressing their health and wellness needs.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

District staff worked collaboratively in planning a distribution process and strategically identifying the number of laptops, chargers, and WiFi hot spots that our low-income students needed to ensure that access and connectivity was provided to families. All students who needed a laptop were provided one and within the 2020-2021 school year all students were provided with a WiFi hot spot.

Professional development sessions were developed and implemented to offer teachers the opportunity to gain pedagogical knowledge, sound recommendations concerning research informed best practices, and how to integrate technology within distance learning. Simultaneously, instructional coaching was offered as opportunities to think deeply and reflect on their experiences as a means to improve in their practice and provide meaningful instruction. Furthermore, teachers were offered curriculum support and resources that supported virtual learning for low income students.

Trauma-informed care, restorative practices, and Positive Behavior Interventions and Supports (PBIS) training was provided focusing on addressing the layered impact that the COVID-19 pandemic had on foster youth, English learners, and low-income students. Professional development opportunities focused on providing high-quality distance learning, accessing online features of SUSD board adopted standards-aligned curriculum, providing social-emotional learning support for students, utilizing virtual platforms to teach and connect with others in equitable ways, and other distance learning topics were provided to instructional and district staff through online video platforms on a weekly basis. Online tutorials and workshops were offered and provided to parents & guardians focused on supporting increased understanding of how to use and navigate the distance learning platforms, online curriculum resources, and video conferencing software that was utilized for direct instruction and standards-aligned learning.

Mental health clinicians and behavior intervention team members provide mental health and behavioral supports at each school site across SUSD. Mental health clinicians and behavior intervention team staff promote the healthy social-emotional development of all students and principally address trauma-informed needs and mental health related barriers that many low-income students experience within their learning. Staff members provide triage and consultation services to address the needs of low-income students while providing individual, group, and family therapy sessions. During distance learning a monthly video series sharing mindfulness strategies for students, families, and staff, call Mindful Mondays, was developed and provided in multiple languages. The Mental Health and Conduct Services department offered parent, guardian, family, and staff resources for remote learning that included coffee hours (pre-recorded training on various topics), behavioral management strategies within distance learning, informed attention on injuries, education and quick advice, Positive Behavior Interventions & Supports (PBIS) within distance and home learning environments, and trauma-informed educational strategies. Topics of workshops provided to families and staff include: addressing fears and anxiety about returning to school, building relationships and responding to student concerns, stress management for school staff, welcoming students, creating a work space, how to motivate learning, strategies for managing challenging behavior, and setting up schedules. Mental health clinicians and behavioral management staff are effective in meeting the needs of students through increasing within distance learning the incorporation of trauma informed practices and PBIS into the classroom cultures to help develop a welcoming, safe and healthy distance learning experience for students and staff.

SECA is allocated 1.5 hours every other week, by contract, for teacher collaboration time which can be targeted on developing high quality first instruction that meets the academic and social-emotional needs of all students within both distance learning and in-person instructional offerings, principally directed towards strategic focus on effective research-based instructional practices to increase the academic achievement of low-income students through strategic planning and differentiated learning experiences. School sites collaboratively created annual collaboration schedules and site leadership worked with their Professional Learning Communities (PLCs) to identify areas in need of professional learning and staff development.

students were provided opportunities to take part in Credit and Dropout Recovery Programs at all of the high schools. Teachers provided increased support in before, during, and after school opportunities to access credit recovery programs such as APEX and Cyber High to support students staying on the path for high school graduation. Low-income students were provided with access to credit recovery programs and teacher guided assistance in answering student questions and providing another layer of instructional support within distance learning and in-person offerings in support of successful completion of the credit recovery options providing improved access to A-G courses for students in need of credit recovery. School counselors provide academic guidance and course credit goal setting planning meetings with low-income students throughout the year in support of students staying on track to graduate from high school.

SECA received an allocation of funding based on their California Basic Educational Data System (CBED) student numbers and percentage of low-income students attending the school to address the need for increased or improved services being offered at school sites; while holding strategic planning meetings with school site and district level leadership focused on spending decisions based on data and root cause analysis. This process allowed for school level decision-making in collaboration with the School Site Council consultation and recommendations that were aligned with the district Local Control and Accountability Plan (LCAP) and School Plan For Student Achievement (SPSA) goals, principally directed towards increasing and improving services provided to students with disabilities, and low-income student groups during distance learning and in-person instructional offerings. School sites utilized allocated funding for increased counselor support, supplemental instructional resources, assists, before school math support hours, family engagement events, and other evidence-based resources to increase and improve academic growth and social-emotional development for focal student groups in which data continues to show increased services and supports are needed to be provided for to ensure academic growth and social-emotional development that supports the students graduating from high school prepared for college, career, and community readiness and enrollment in a four year university according to SECA's mission and vision statements.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The transition to distance learning provided a unique opportunity to address the technology and connectivity gap that directly impacted increased and improved access to stakeholder engagement, learning, mental health, and social-emotional well-being prior to and during the COVID-19 pandemic. The needs aligned with distance learning created a new sense of urgency that presented an opportunity to ensure all low-income students have access to a laptop and internet connectivity within their place of residence. Through the reexamination of services, resources, and frameworks for students, a new perspective around access and video resources occurred, and in doing so, a broadened sense of the ways in which increased and improved services could be offered during synchronous and asynchronous forms of providing learning and health and well-being services to students, families, and staff. SECA and the district purchased and distributed laptops and WiFi hot spots to low income students to increase and improve their access to learning, academic and social-emotional resources, and devices within school and at home that support increasing technological skills that are applicable and needed to graduate from high school and for college, career, and community readiness. For many of our low-income, students accessing the internet on a computer that is checked out to them was a new and welcomed experience within their place of residence. When public health and safety guidelines allow for in-person instructional offerings to occur, low-income students will be able to continue to have access to a laptop and internet connectivity within their places of residence.

Addressing the diverse needs of low-income students, services continued to be increased and improved in the areas of mental health services, restorative justice practices, access to nursing, services provided at the wellness centers, restorative practices and trauma-informed practices professional development for staff, social-emotional learning and well-being workshops focused on strategies for staff to integrate into distance learning and in-person instructional offerings, health care services, academic resources and supports, and behavioral management support for students, families, and staff.

SECA offers college courses as part of its early college model and commitment to providing this access for free to low income students and all other student. This is currently done within a distance learning platform and in-person instructional offerings that help to keep students

faced with diverse societal and academic challenges engaged and on path to success within college, career development, and the necessary skills for students to move forward in life as leaders within their community.

Through SUSD, SECA will have access to professional development series focus on implicit bias, diversity and inclusion, culturally and linguistically responsive teaching and learning, equity, and providing high quality first instruction will continue during distance learning and once the transition into in-person instructional offerings is allowable. Low-income students will continue to be supported by the Family Education and Engagement Office, and the Child Welfare and Attendance staff to ensure students receive quality educational experiences within distance learning, have the connectivity needed to access distance learning, are aware of and supported in accessing the resources offered within the District and the city at large, and continue to provide resources like workshops and training for job readiness, health clinic well-being services, bus tokens, food, instructional learning supplies, support in accessing emergency housing, translation and interpretation services, and other needed services within distance learning and in-person instructional offerings.

Another improvement aligned with connectivity and distribution of technology within the place of residence of enrolled students is for our low-income student families to have access to virtual platforms for school meetings, district workshops and events that allow for greater participation of families that due to one barrier or another variable were unable to attend events or district in person offerings. School site office hours take place virtually in the evening to provide opportunities for low-income families to ask questions, receive support, and be provided with information on how to access resources provided from staff members and site administration.

SECA staff will strategically reach out to families to ensure students are engaging in distance learning and in person instructional offerings, instructional staff will keep a weekly engagement record for each student documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. This process will help support progress monitoring of focal student groups and provide integration of tiered supports to address any barriers to student's attending daily instruction and accessing learning experiences. Counseling and guidance services provided to low-income students provide social-emotional support focused on supporting students and addressing challenges for consistent daily attendance through creating wraparound of student services through developing an equitable, trauma-informed, trusting relationships while ensuring students' needs are met in and out of the classroom setting; the work of addressing focal student group needs are wide ranging and provide assistance in supporting student success in student attendance, positive behavioral trends, academic goal setting and growth, graduation, and completion of all college courses for credit with the goal of attending a four year university.